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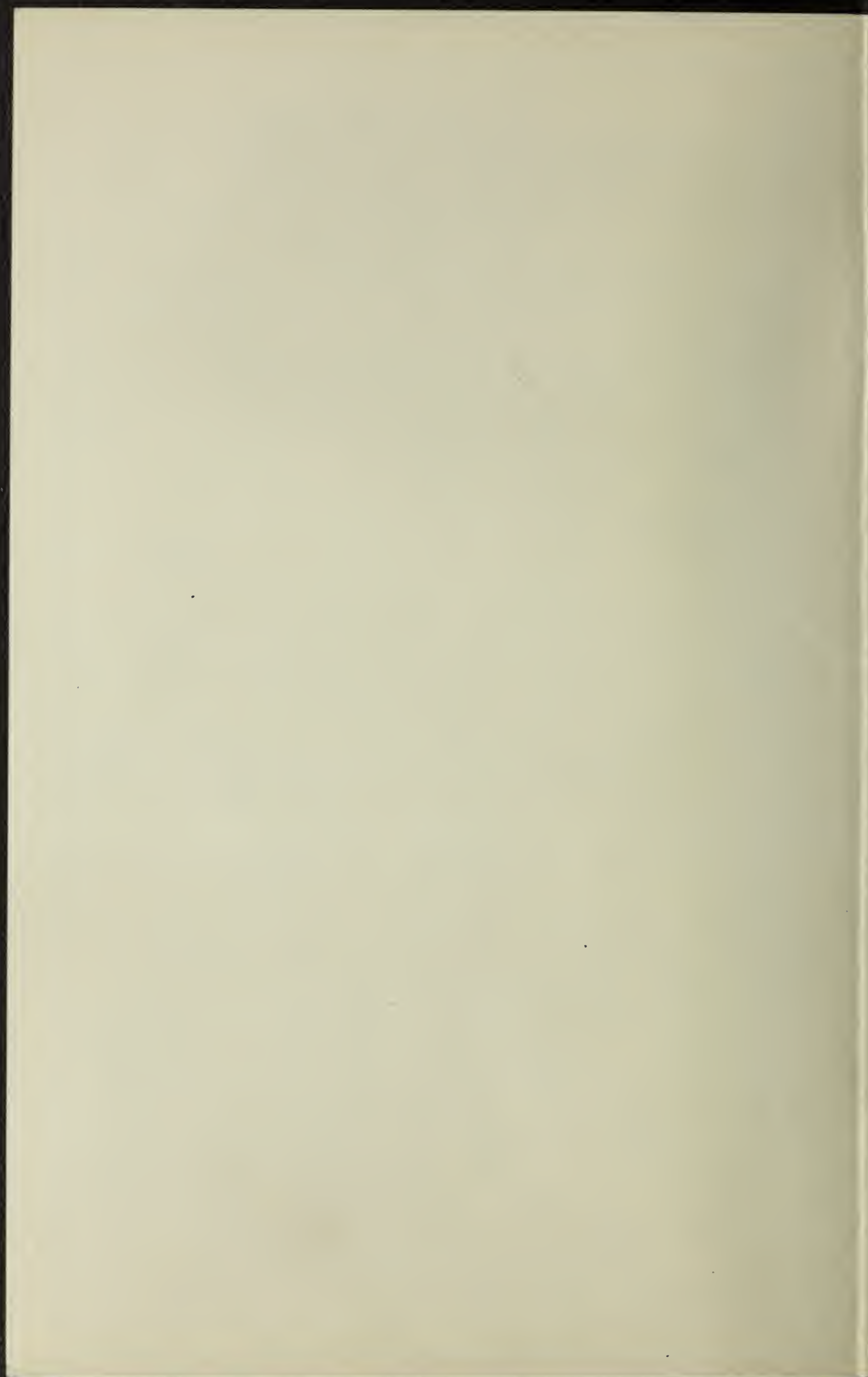


here's a job for your future..

...A CAREER IN SPECIAL EDUCATION OF EXCEPTIONAL CHILDREN



With your eyes wide open to the floodtide of progress in the field of modern education you have decided to be a teacher. Designedly, you set your goal to be a good teacher in an up to date school using modern procedures, earning good money.



HERE'S THE JOB FOR YOUR FUTURE

INTRODUCTION

- A.** I teach children with Physical Handicaps
- B.** I teach children who are Mentally Retarded
- C.** I teach those with Impaired Hearing
- D.** I teach children with Visual Impairment
- E.** I teach children with Speech Defects
- F.** I am a Visiting Counselor for Maladjusted Children

A CAREER BOOKLET

Prepared by

The Department of Public Instruction
Division of Education for Exceptional Children
State of Illinois
1949

Issued by

VERNON L. NICKELL
Superintendent of Public Instruction

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ILLINOIS LEADS IN SPECIAL EDUCATION

Now here is an even better opportunity. Illinois is in the process of developing a program of Education for Exceptional Children—special education for children who cannot because of physical or mental handicaps fit into a general school program. Backed by the best legislation and the best program in the nation, the Illinois Plan is opening interesting new teaching fields to specially trained teachers and **paying them more.**

If you want a better than average teaching position in an Illinois community, here are opportunities you will want to know about before you complete your college work. Teaching the deviate child may be the field for you!

In a Word, the ILLINOIS PLAN

The Illinois Plan is new, modern. The Illinois Plan of Special Education is one in which a local district or group of local districts planning together, establish special schools, special classes or special services and these communities are eligible for reimbursement by the state for excess costs up to a specified maximum. It combines into one program under one law a complete plan of education for the exceptional child.

Special training for the exceptional child is not new. The Illinois Plan, setting up certain standards by law and by the Superintendent of Public Instruction for the eligibility of pupils, qualifications of teachers, housing, equipment and procedure **is new.**

Society Has Learned A Lesson

Today it seems wiser to train toward a way of life for the handicapped person in his formative years, rather than to assume the burden of care when he is an adult.

Behind the legislation and planning have been years of experience in social agencies, the medical profession, the teaching profession and philanthropic organizations. The war years and its resultant manpower shortage brought out the excellent thinking, work, loyalty, and service that educated handicapped persons contribute to society, business, national security.

In initiating the Illinois Plan, this state is organizing a program which will permit handicapped children to have educational benefits, provided by special education, to take their place in society to contribute and provide for their own livelihood and to enjoy life in the world of tomorrow.

Urgent Demand For Special Teachers

Obviously, if you have chosen teaching for your career, you like children. You prefer to work with children. One of the greatest handicaps in setting up a special program is the lack of teaching personnel with training and experience. Obviously, the first source of teachers has been the men and women with normal

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experience in the public schools, who have gone back to college to add extra work in education for the exceptional child. But these pioneers in the Illinois Plan cannot begin to fill the demand throughout the state.

Think about this new program as a career opportunity for YOU. Many communities in the next few years will be starting or expanding local programs for handicapped children, aided financially and working with the Department of Public Instruction. Detailed explanation of a plan in operation cannot be made here but the State of Illinois will now reimburse a community from \$190 to \$300 for each child, depending upon the handicap and the special education required, when the local community sets up a proper program and provides special funds for this work. With increasing amounts of money flowing into an expanding special education program, in many communities more and more special teachers will be required.

MARSHALL
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Not all of the money provided will be applied directly to teaching personnel. Special rooms, special equipment and instructional supplies are required. The teacher working with handicapped children uses these facilities to instruct her pupils and to aid in their adjustment and training for a normal life.

Thanks to the Illinois Plan, here is an opportunity for a young man or woman, now planning to enter the teaching field, to select special courses and to take additional college training hours to qualify not only for the regular Illinois teaching certificates but for special certificates entitling them to teach in the field of special education for the exceptional child.

Would you like to be a special teacher in a professional teaching position, with social service aspects, doing rewarding fascinating work with children who are normal except for their specific handicaps?

In the next few years, as school boards and citizens become interested in the Illinois Plan for their own school, the critical need for special teachers will increase, month by month. In some communities special teachers now in training will pioneer the efforts. Their opportunity is golden, timely; they must have **the best training**. The young men and women entering the field today under the excellent Illinois legislation and program will certainly be the experts of tomorrow, experienced, tested leaders in a modern teaching field, destined to develop throughout the country.

In your school years, you have known and have been more or less aware of handicaps, mental and physical, among your classmates and friends.

You know the child who "repeats" a grade sometimes more than once. Almost every public school classroom has wide variation between the children who rate top grades and the child who tails along at the end of the class. There is the child with the thick glasses, or perhaps no glasses and squinty, nervous eyes. Some school children still speak in a form of baby talk in



A Timely Choice
For You

Who Is The
Exceptional
Child?



Without Special Education—What Chance Has He?

their high school years. Perhaps you never knew that the child who was always behind in his assignments couldn't hear the teacher. And remember how there was always someone quitting school, running away in those years when you were growing up?

No, not you. Luckily you heard, saw, spoke well, ran gaily out with the others at recess, learned at an acceptable rate, passed every grade. Somewhere in these twelve years of schooling you must have known some one who wore braces every day, or elevated shoes, or who had a little rounded back, and never got into the games. You did not apply the word **handicapped** to these children because you accepted them and their "differences". Nor did you think of them as "exceptional"—the word now universally applied to the deviate. Multiply these little ones by the thousands of school rooms in this state alone, and you will have a surprising total of men and women who may not be able to live near normal lives in the time of your adulthood.

Look at them carefully. The child whose mental growth is slower than that of other children of his age group cannot fit into a learning program based on an average normal intelligence. He slips. He falters. He meets problems he cannot handle. His discouragement mounts. In time he is learning nothing that will help him in the years ahead.

The little boy or girl who speaks with difficulty, and cannot make all the sounds used in our language is cute and appealing to the world of people around him only when he is small. Although he learns as well as the others, his social acceptance with children and adults outside his family decreases as he grows.

Defective eyes prevent the youngster with the best brain from absorbing all that is offered in his classroom, leave him stranded on the playground, alone and miserable as he grows older because he is different.

Growing a hard shell like an oyster, the small ones who cannot hear enough to participate fully in classes and in play become the sad little group never chosen for parts in the school play, stars on the athletic field—the outsiders in the smallest school.

Hobbling on his crutches, rolling his own wheel chair, pulling along on his braces, the crippled child may find a better place in school than children with less obvious defects, but what about the little boys and girls who cannot get to classrooms, who have to depend upon schooling being brought to them?

The Deviate Child Needs A Special Teacher

These exceptional children need special teaching service. Not every teacher is qualified to give such service, regardless of her desire to help. The techniques of teaching, procedures, equipment needed, facilities required cannot be lumped into a few extra hours of educational work. Too much has gone before in experienced work with the handicapped to permit anyone but a teacher specially trained in a specific field to try to bring light into darkness for the exceptional child in his training.

Admittedly, it takes a hearty dash of the "polly-anna" desire along with a real love for children to attract a good teacher into the field. The special teacher is more than a teacher—she is a social service worker in limited disguise. She is warm hearted, patient, human with insight into the human heart and mind, outgoing, completely in love with the field she chooses. The teacher may be a man who accepts within his heart the knowledge that with the best of everything, training, equipment, facilities, cooperation, his work will show a measured progress, rather than speedy success. Teaching the handicapped is not for the man or woman who likes the routine, who cheerfully accepts the humdrum, if normal teaching should prove to be that for him. Instructing the exceptional child is a challenging changing, growing kind of work. It takes a lot of human endurance, sometimes more patience than the teacher ever dreamed he had.

But the rewards—well that's a different story. Can there be anything more exciting than opening up a world to a child who cannot see, when he learns to use his fingers for his eyes? Think of anything more thrilling than hearing the first word of a child who has never uttered a real word before! Would it be exhilarating to you to look upon an object created by hands that had been futile until you guided them into usefulness?

They are there—the children who are exceptional. Some of them are still in their bassinets, some of them have not encountered enough of life to know that they **are** different. Some of them are in nurseries of homes where there will be money to keep them when their handicaps become obvious—where parents can secure any special service they will need. More of them are probably in the homes which must depend upon the local school to assume the burden of educating the small child who starts life or meets in his early years some crippling handicap. Still others are seeing the beginning of life in the poorest excuses for homes, tended by parents who would have benefitted by special education, offered as community problems even before they reach school age.

But the teachers are not there. The forward looking community now trying to establish the Illinois Plan for its exceptional children knows that sad fact all too well. There has to be a qualified teacher in the picture—and the program waits until the teachers are found.

Do you fit into the picture? Is there an opportunity for you to teach in this intriguing field? What does it offer to you—now planning to teach, now thinking about special education for the exceptional child?

If you are still reading, you have an idea that the work itself is challenging, rewarding, exciting for the trained teacher. You know that it has no appeal at all unless you are an extrovert. If you want to give, as well as teach, it may be the career for you.

Today A
Beginning—
Tomorrow—A
Greater Need

Will You Be
A Special
Teacher?



How Much Can You Expect To Earn?

You can't have lived through the years when the cost of living has taken running leaps upward and ignored the question of salary. Teachers' salaries have trailed those in other professions notoriously, but demand is changing that picture in Illinois and elsewhere. Urgent demand in the special education field, too, has pushed up the salary rates. Salaries **are** higher, as they should be. From a purely pecuniary point of view, you'll make **more** money in this field than in a teaching job in a regular class room in almost any community school. Financially, you will be playing first fiddle when you start. As you add more experience and display ability in your chosen field, you will command more money. More specific salary ranges will be discussed as they apply in the various specific fields, but they range now from \$2,400 to \$5,000 for the field as a whole.

That is a teacher's salary. It is not paid by the State of Illinois but by the local board of education. A special teacher is not a state employee, but is hired and is paid by the local district or districts she serves. Her employers are the school officials who have set up the Illinois Plan program, and she works with them, in cooperation and under the supervision of the Department of Public Instruction.

Professional Rating For The Special Teacher

The teacher of the exceptional child becomes an essential professional citizen of her community. She works not only with the school and her employers, but with all the people interested in the students who make up her classes.

Reading, writing and 'rithmetic are only part of her job. The doctors who can or are helping the child overcome or adjust to his handicap must be her friends and allies. The social service agencies helping the child in any way must have her confidence and respect, and in turn, they must work with her in her progress with the child. The best teaching takes up a very small part in any child's day. Without the most sympathetic and cooperative aid from his parents, and family and friends, the teacher's efforts are retarded. The Church, the Scout Troop, the Campfire girls and the neighborhood Teen club cannot be ignored if the special teacher is doing his job in bringing progress for the socially maladjusted child.

You won't be buried alive, however, under a maze of details. No special teaching position is ever a solitary lonely field. It involves personal relationships. very personal with the students, more or less personal with dozens of professional and lay people in the district. That extrovert personality will be working full time in the classroom and outside in first rate human contacts.

Does The Special Teacher Advance In Her Field?

All very well, you may be saying to yourself, but what are the opportunities for advancement. In your school years you have known the teacher who has taken her first job enthusiastically, stayed a year or two too long in the same room in the same school and was "stuck" until pensioned into retirement. Not in this picture, even if you enter a regular teaching field,



because you see yourself attending school again in the future, adding a degree after several years of experience, growing in your work.

If you start well trained, if you have the eagerness and willingness to pack away each day of experience into greater skill, if you are alert to the constantly changing procedures and discoveries in your field, and hie yourself back to school when you need extra training, your position will never be static.

The field is too new, advancing too rapidly for skilled, able special teaching personnel to be ignored or forgotten. The Illinois program is being copied in other states, similar programs and plans are materializing every year throughout the country, and when you have what it takes, ambition included, the way will be open for better positions, higher positions, more money in wider areas.

Special Training for Special Teaching Certificates

In Illinois, to meet the minimum requirements for a Special Teaching Certificate or a Limited Special Certificate add approximately 24 hours of special work to the work you would be taking to complete a Bachelor's degree. They must be in one special field, acquired in colleges, universities or normal schools whose work in those subjects is approved by the Department of Public Instruction. But recognize them now as a bare beginning. The young man or woman preparing to teach the deviate child should certainly have some experience with the normal child to add to his special training.

Not all colleges and universities offer acceptable training that is a complete course in the required subjects. You may be able to find many courses which will apply toward special training at a large number of schools, but it saves you both time and money to go to school where you can make your special hours count toward your special certificate. It is assumed that you are aware that you cannot teach in a public school special education program unless you have either a special certificate for teaching exceptional children or any other legal Illinois State certificate with a minimum of specialized training in the field in which you plan to teach.

Further successes depend not only on your experience but on keeping abreast of your field with more education, more courses following actual experience, and participation and cooperation with the professional organizations in the field. Because special education is modern and growing, progress is made by pooling information on successful methods, and the professional organizations are obvious meeting grounds.

Each of the six general divisions in the special training (i.e. exceptional children who are mentally retarded, who have speech defects, visual defects, or hearing defects, who are physically handicapped or are socially maladjusted) is different. Each field has its own procedures and techniques. Following are a few salient points on each division. Does one of them appeal to you?





I TEACH CHILDREN WITH PHYSICAL HANDICAPS

BACK in my high school days there wasn't anything I loved more about my school day than the athletic program. When I was asked to help out with the playground activities of the grade school children at recess time, I knew that my college training would point toward physical education. I liked teaching small groups of children exercises and games to develop their bodies and I wanted to be a "gym" teacher.

Now I'm working at a special teaching job, one I never dreamed of in those days. Yes, I teach, and a part of my work is physical instruction but it is so much more than that. The children who are in my small classroom groups are children who suffer from physical handicaps, which make it impossible for them to benefit completely from a normal classroom program. My job is to supply them with a program adjusted to meet their needs and abilities.

The room and the equipment with which I work has been specially designed and set up to coordinate a program that will aid and develop children with many different kinds of physical handicaps. Desks, chairs, books, lighting are all made to fit the children. Fortunately, my training and experience have made me a specialist in teaching these exceptional children, and in using this excellent equipment to full advantage.


Liking these children, wanting to give them the best of my knowledge and skill are two of my real incentives but my special position makes me a professional teacher. I meet and work with many professional men and women here in this community, physical therapists, social workers, social agencies, doctors, and nurses. I work closely with both parents and teachers of my children. Planning for academic work, therapies and rest periods fills my school days but my extra hours in conference and planning outside interests for my children make my job exciting and fun for me.

QUALIFICATIONS OF THE SPECIAL TEACHER

Perhaps the most important is a sympathetic understanding of the purpose of special education as related to the exceptional child. The desire to help is not enough. Training and experience need to develop in the special teacher a goal and a purpose for her work not confined to the classroom but extended into the child's life and growth and progress in the world outside. Her own mental and physical health must be excellent, she must be adaptable and enthusiastic about her own life, eager to keep abreast of every new development in her chosen field. It is essential to have teaching experience with normal children, and to have developed considerable teaching skill before working with the physically handicapped.

TRAINING TO TEACH HANDICAPPED CHILDREN

My early interest in physical education directed me into this field but others I know have turned to it from nursing and science backgrounds and from regular classrooms where the teacher felt she had run into a blind alley. My training made me a specialist in the field, capable of accepting a position with high professional standards and rating in this community. The State of Illinois provides training in this field at—



Illinois State Normal College
Department of Special Education
Normal, Illinois.

Some other colleges and universities offer some of the required courses.


SALARIES ARE HIGH

I'm really enthusiastic when I think about my salary. It is excellent. Special training, the extra planning my job involves, the extra duties, the conferences and hours I spend outside of the classroom rate very good money. In my particular case it is higher than that of the regular teachers in the school.

An enthusiastic, well-trained specialist for the training of physically handicapped children can command a salary of \$3600 to \$4200 and beginners frequently start at \$2400. The salaries vary according to the demand in various districts but the demand is increasing, and there are still not enough teachers in this field—so we may expect a rising salary scale.


Certification

1. A limited Special Certificate for Teachers of Exceptional Children—the Physically Handicapped.
2. The teacher must have an Illinois Teacher's certificate and a minimum of 24 semester hours of special training including:



Education of Exceptional Children
Mental Hygiene — Psychology
Techniques of Teaching Physically Handicapped Children
Counseling — Practice Teaching
Tests and Measurements
Speech Correction


Additional information may be secured in the field of special education for the physically handicapped from the:



Superintendent of Public Instruction
Division of Education for Exceptional Children
401 Centennial Building
Springfield, Illinois

Any special teacher in your own community or nearby school districts working with the physically handicapped can give you more facts and you will want to discuss your interest in the field with your school administrator.

Check your library for these periodicals:



Crippled Child Magazine
Journal of Exceptional Children
Spastic Review



I TEACH CHILDREN WHO ARE MENTALLY RETARDED

I CAN'T remember the day or the exact circumstances, that awoke in me a desire to specialize in my teaching, but after a few years in the public schools in an Illinois community, I knew I wanted a job with wider horizons. I was aware of the lack of any special facilities for helping the "slow" child. In a room full of boys and girls, I had encountered a child now and again who was a problem to me, to his classmates and to himself because he could not meet the standards of work. With so many other children in the room it was impossible for me to give him the time and attention he needed. My own shortcomings in knowing what he needed and how I could present it to him were all too evident.

My certificate called my training adequate, even good for the job I was doing. Because I had not considered special education as my field when I took my college training, I went back to school and entered the Department of Special Education. My courses were directed toward a special certificate for teaching the mentally retarded child. Courses in both clinical and abnormal psychology developed in me a new awareness and understanding of the learning problems of the mental deviate. New methods of teaching, reading, some work in speech correction, a few hours devoted to the study of corrective physical education changed my whole teaching approach. Arts and crafts, different than those I had studied before, along with special class methods helped to prepare me for the work I wanted to do.

Now I have been a special teacher for mentally retarded children for five years. My classes are small. More and more I realize that no two children are ever the same. My originality is constantly challenged and inspired. What really appeals to me most is that I deal in human relationships, intimately, closely, happily. I am in constant touch with all kinds of people here in

Back To School
For Teacher

this little city—mothers, fathers, sisters, brothers, nurses, doctors, social service workers. I work with thinking people. I no longer find it difficult to keep my own mind open, active, eager to learn. My job is fun, really fun, day after day.

My Job Is Special

That word "special" applies to everything I do. We try to follow, with necessary changes, the regular school curriculum for some children. For others, the curriculum is special, and requires special work, special programs, special hours. For all of my students, we use special rooms and special equipment.

As far as time is concerned, I am on my own. I have days that stretch out to take in most of the twenty-four hours. I have banker's hours on other days. When I have a vacation, it's a school vacation and that means long enough to snatch a really good rest, a needed change of scenery, a refresher for myself.

I Look Ahead

Being a firm believer after my training that a special teacher doesn't make all the progress she sets as her goal in any one year, I think it is wise to stay in one place until my work shows some very evident results. But that doesn't mean I couldn't have changed my job for a better one in the last two or three years and it doesn't mean I'm not desirous of improving my position. I am prepared. I'm on the top of the heap, ahead of the crowd.

Demands from superintendents and school administrators come from all parts of the country. Illinois is doing an outstanding piece of work in classes for the slow learner. There just aren't enough teachers for the work to be done and the field is wide open. I'd like to see younger men and women select the teaching of mentally retarded children as their field—it's a job with a future.

I Like My Good Salary

For instance look at the salaries. In this day and age of high prices one needs economic sufficiency and I have found it in my field. Average salaries for teachers of the slow learning child top those of regular teachers in almost every community. In some cities, \$4800 is the maximum now but each year the ceiling goes higher. When you are really good, with training, ability, experience and skill in the field, the maximum can be \$5,000 before very long. To give you a general idea, the median salary at present is about \$3,000. Compare that to other teaching salaries!

Special Qualifications For The Special Teacher

One has to have reached social and emotional maturity, be objective in his thinking, have a flexible mind, have skill and enthusiasm for this work. Without a STRONG LIKING for CHILDREN, an interest in their training and patience to help them secure training all other qualifications in this field will be of no avail.

How can a special teacher meet the needs of the child entrusted to her unless she likes him well enough to discover how much he can learn, what he can do, how fast and how dependently he can absorb either the three "R's" or work with his hands? A large measure of her success in teaching him to make something of his life depends upon her close understanding and warm human affection for him in his learning years.

Many of the colleges and universities in the State of Illinois offer training in the field of special teaching for the mentally retarded but for recognized work for your special certificate here are two which offer the complete courses.

Ill. State Normal College
Dept. of Special Education
Normal, Illinois

University of Illinois
Div. of Special Education
Department of Education
Urbana, Illinois

Training The Teacher For The Slow Learner

This Is The Certification Required For My Job In Illinois

1. A limited Special Certificate for Teachers of Exceptional Children—The Educatee Mentally Handicapped

This is based on a Bachelor's Degree and specified training in the field of special education with further specified training in the particular field of special education according to the type of child to be taught.

2. Any legal certificate plus the following courses:

Special Education training: 24 semester hours

a
Eleven hours required
in these fields:

1. Child Development
2. Psychology of Exceptional Children
3. Teaching of Reading
4. Mental Hygiene

b
Eight hours required
from this group:

1. Special arts and crafts
2. Student teaching in classes for mentally retarded children
3. Special class methods

c
Five hours required
from this group;

1. Clinical psychology
2. Abnormal psychology
3. Mental tests
4. Speech correction
5. Corrective physical education
6. Educational and vocational guidance
7. Related courses in sociology
8. Experience

If you want FURTHER INFORMATION talk to your school administrator or special teachers in your own community or write to:—

Look over these periodicals in the Library:—

Superintendent of Public Instruction
Division of Education for the Exceptional Child
401 Centennial Bldg., Springfield, Ill.

1. Journal of Exceptional Child
2. Journal of Mental Deficiency
3. The Journal of Educational Psychology
4. Journal of Abnormal and Social Psychology

I TEACH CHILDREN WITH IMPAIRED HEARING



LOOK ahead and try to picture yourself established in your career five years from today, ten years from today. Can you say about your job—"special," "different," "challenging," "fascinating." I say that and more about mine—professional, special in special education of children with impaired hearing.

Many Helping Hands In My Field

Not confined to a regular classroom routine, my job asks me to teach acoustically impaired children to talk, to be accepted in normal groups, to help them adjust to a normal hearing world as well as to teach them academic subjects. They are an exceptional group, needing special help and guidance. They keep me on my toes—alert to the wonderful exciting things that are happening today in the study of sound and the development of mechanical aids for these handicapped children.

My type of teaching requires work with small groups and much individual attention and training. I know my pupils well, and I know more about them than most teachers would ever know. I have to talk to them intimately and often. I need to know and work with their parents and their other teachers. I meet interesting people outside the school room who are concerned with these same children, their doctors and nurses, salespeople, directors, and lay persons who can and do help me in my work.

My Psychology Training Is Applied

Each one of my students depends upon me for a large part of his actual school instruction, but he also depends upon me to open up to him a world he sees but has heard with difficulty. From me he must learn to

accept or correct, improve or train the hearing he has, and to face his friends and his world without fear and with enthusiasm. His personal growth is a matter of concern and interest to me, day after day and I am the specialist, working with new equipment, new ideas, new methods, to help him on his way. Needless to say, I too grow a little every day, with the boys and girls who work with me.

Helping the children with hearing defects or with no hearing is not a new field, but it is an expanding field in the public schools today. There is an increasing demand for trained special teachers in many Illinois communities and throughout the country. From nursery school to high school, the long line of children in hundreds of communities wait for help. In the larger cities and in state schools there is a crying need for more teaching personnel. Unfortunately for the children, the shortage of well trained teachers for the deaf and hard of hearing created a situation where the government agencies and state school compete for the few teachers available, and the local school districts must wait until more specialists are trained and ready to aid them. Colleges need training school teachers who have advanced degrees in audiology or speech and hearing therapy. Once trained and experienced, the opportunities for advancement are unlimited. It's a good field to choose with positions open now, many more to open in the future.

Demand sets the pace here and the well trained special teacher for the hearing defective does make more money than her sister or brother in the regular classroom. I will not conceal the fact that she has extra hours, and special work but she is compensated for her extra duties. Salary schedules, like those in all education fields, depends to a great degree on the local situation, school policies, and rate of pay, but skill, experience and training in a highly special field put the special teacher ahead of the crowd—the better paid teacher. The salaries range from \$2400 or more for beginners to \$3600 to \$5000 depending upon the experience and the position.

Qualifications and Training you will need to teach children with Impaired Hearing—

Check off these points as they apply to you:—

Good physical health; Mental Health; Liking and understanding of children; Persistence and patience; Enthusiasm and optimism; Good sense of humor

If you score 100% on these points, you have the basic qualifications for a good teacher for the acoustically handicapped. Your background in education should tend toward a strong interest in speech and dramatics. You will need work in phonetics, psychology, and anatomy along with your regular education courses. In Illinois you can complete your work in several schools, or find some of the special courses required in a larger number of colleges and universities.

Far Too Few
Teachers For
Hearing
Defectives

My Teaching
Pays Me Well!

Here are a few which offer complete courses:

Illinois State Normal College
Dept. of Special Education, Normal, Ill.

Northwestern University
Hearing and Speech Clinic, Evanston, Ill.

University of Illinois

Dept. of Education, Urbana, Ill.

Certification

1. Illinois Limited State Certificate for Teachers of Exceptional Children: The Deaf & Hard of Hearing, or—
2. Any legal certificate; plus 30 semester hours in the following:—

Education of the Exceptional Child
Pathology of Hearing and Speech
Anatomy and Physiology of Hearing
Phonetics — Speech Correction
Speech for the Deaf
Audiometric Testing and Use of Aids
Language and Reading for the Deaf
Methods of Teaching Lip Reading to the Deaf
Student Teaching (Hard of Hearing and Deaf)

For further information you will find a discussion with a special teacher for hearing defectives helpful, and your school administrator can help you plan your college work along these lines. You can write to the—

Superintendent of Public Instruction
Division of Education for Exceptional Children
401 Centennial Building, Springfield, Illinois

Check these periodicals in your library—

Journal of Exceptional Children
Volta Review



I TEACH CHILDREN WITH VISUAL IMPAIRMENT

I save sight, a most precious human possession for children who have all of life ahead of them. and who must face the world with their vision impaired from birth or by accident. To me, it is inspiring, exciting work. Because of my training and experience I am a specialist in my field.

Teaching has always appealed to me, because I like working with children. I enjoy my association with them. Small groups have always interested me most—and now I teach only small groups. needing guidance, help and assistance in preserving the sight they have. while continuing their education. Teaching. reading. writing and arithmetic. spelling with the least possible eye strain to children of various ages and school experience is my job—a constant challenge to my originality.

I Use A Variety Of Interesting Equipment

Special equipment is required for my work. In my classrooms we use typewriters, twenty-four point books, special papers and pencils, movable desks and seats, phonographs, radios, and talking books. No two children the same, no two classes, no two days—my job is different. Most of my enthusiasm comes from my students, small pupils eager to learn, not wanting to miss a single thing their fellow students with good eyes have in their classes. They want to learn and I love teaching them.

A Social Service Aspect To My Job

My teaching doesn't end there. Because they are visually impaired I help provide their security in these learning years. I help them establish their social status and social success and try to make them ready for living full and exciting adult lives.

To do my work successfully, I meet and know their other teachers, other specialists who work with them, professional people in the medical and social fields in my community. Parents are as eager as the children for understanding and guidance in the training of these handicapped children—they are my good friends and my allies.

My Opportunities Ahead

Why did I choose special teaching? I wanted a good job, one that offered more than the usual inspiration, and frankly, more money. It took a bit of courage to be different in my training because I could have had a regular teaching job with fewer hours of training. But I had seen the crying need for special help for a child whose vision was seriously impaired and I took time to look into the field. In Illinois there is a pressing demand for more teachers with special training to help such children. Hundreds of communities are eager to initiate programs, many others have already started programs which offer the visually handicapped children the best of training in the public schools. It looked like a good opportunity. Now I know this is what I want to do.

Still considered a beginner, I look forward to advancement as my experience piles up. Directors, supervisors, training school teachers are in demand in the field of the visual defective.

I Earn A Good Salary

Making more money for the work you do interests everyone these days, and particularly the teacher who wants financial security in her job. The demand for teachers makes the salary situation look extremely good. The community, policies of the local board, experience, training and skill have great bearing on the amount of salary paid, but in general it is higher by 10% than for those teachers in regular classrooms, because of extra duties, including case studies and home visits and conferences.

If you are good, you are well paid, and the more training and experience you offer, the higher salary you can command. The range is from \$2400 to \$5000 with the average around \$3000.

Do you like children? Do you understand their growth and development? Do you have sound physical and mental health? Would you really enjoy working with a small group in special training more than working with a regular class in routine education? These are "musts" for the teacher of visually impaired children. Together with the qualities of leadership, adaptability, good judgment, and sympathetic understanding of children's problems, these interests qualify you for special training in the field.

How Do You
Qualify?

Certification for Teachers of Sight Defectives

The minimum professional requirements for the teacher of the partially sighted are:

1. A limited Special Certificate for Teachers of Exceptional Children—the Visually Defective.
2. Any legal certificate; plus work in the following:
 - a. An Illinois Teacher's Certificate
 - b. A Cook County Certificate (in Cook County outside Chicago)
 - c. A Chicago Teacher's College Certificate (for Chicago Public Schools)

Experience in teaching normal children
Special academic preparation
Clinical study of eye problems
Methods in Sight Saving—Practice Teaching
Diagnostic and Remedial Reading
Psychology—Physiology and Anatomy
Arts and Crafts—Mental Testing
Typewriting—Speech Correction
Music for Children
Related Courses in Sociology

For additional information you will want to talk with a special teacher for the visually defective children in a neighboring or local school, and discuss your plans for entering the field with your school administrator. You may want to write to the—

Superintendent of Public Instruction
Division of Education for Exceptional Children
401 Centennial Building, Springfield, Illinois

Check your library for these periodicals—

Journal for Exceptional Children
Outlook for the Blind



I TEACH CHILDREN WITH SPEECH DEFECTS

I love my job. I teach children who need special education because of speech defects. I am a special teacher who has trained for this field because I find in it not only more gratification for my own talents and abilities but because it offers me a professional position in the public schools and in this community. There are many types of speech disorders clearly recognizable in the school child: baby talk, stuttering, articulatory disorders, stammering, sound substitutions, cleft palates and lips, and aphasic. Believe me when I say that I find correction of disorder and improvement in speech as challenging a field as I could have chosen.

**My Classes Are
Small—I Work
With The
Individual Child**

The child with a speech defect is a complete and interesting study when he comes into my classes. I must work with him as an individual, or place him in a small group where there are other children with similar difficulties.

First, I have to know him, and to help him emotionally. Before I can aid him in his mental and physical health, and advance his education I need to discover him as an individual and be aware of the forces that set him apart as an exceptional child.

My work with any single child very frequently involves consultation and cooperation with his parents, his dentists and physician, psychologists, and social service agencies here in my community. Mine is a professional job not confined to the classroom. In my job I move from school to school because it seems better to employ a well trained special teacher to aid several schools rather than to try to set up a lesser program in the individual schools.

**Special Work,
Special Equipment,
Spell Steady
Progress For
My Children**

I have special classrooms in a quiet corner of the buildings, equipped with pure tone audiometers to help me in my teaching, phonograph records, mirrors, blackboards, special library books to aid my children. Even the beginners in the speech correction classes know that it can't all be accomplished in the classroom. I have to work closely with parents, even small brothers and sisters to help the exceptional child make progress in his speech.

Sometimes I wondered when I was still training for this special teaching career if I would use some of those required courses but I find that I use them all and want more training in many new phases of my work. It inspires me to do the best job I can do for these children who need a chance. It challenges me to seek out professional help and to profit by the assistance I get from them.

It is obvious that anyone who did not have a lot of patience, and a real love and affection for all children would never train for special education for the speech defective. It is painstaking work. It requires perfection in my own speech, a constant watch-dog attitude on my own part to be sure that I display only the best speech habits, as well as health and mental habits. The possession of a professional reputation in complete accord with the ethics of the profession is most necessary. Skill in my work comes with experience, enthusiasm, patience, interest and training and with these qualifications I'm sure of advancement in my field.

There are probably more than 100,000 children of school age in Illinois who have some defect in speech. More than 150 Illinois communities want to establish speech programs. There are far too few trained speech correctionists to meet this demand. The same situation exists on a nation-wide scale.

For the beginner in the field, there are opportunities, because of the tremendous demand. For the experienced special teacher, the opportunity of becoming a speech clinician, a director of a speech program, the head of a speech clinic loom as excellent possibilities in the future.

With the cost of living soaring these past few years, we all look at the financial security every job possibility offers. Anyone considering special teaching of the speech defective will be interested to know that a differential of 10% above the accepted salary of the school district is often paid because of the extra work required. Many extra duties fall upon the speech correctionists which cannot be handled in the regular school program. She has case studies to make, home visits, conferences to arrange and attend, with parents and other teachers, and the medical personnel involved in some cases. Her teaching requires the constant preparation of new and interesting materials for her students.

My salary, and those of most of the speech correctionists teaching in Illinois are paid on the basis of training and experience with special consideration for the extra service we give. Salaries range from \$2400 to \$4800 depending on the demand in the district, and the scale is going higher because the demand throughout the state is increasing.

Many colleges and universities in Illinois now offer training in the speech re-education field. Some of them are:

Could You
Qualify To
Teach Children
With Speech
Defects?

Golden
Opportunities To
Move Ahead

What Does
Special Instruction
For The Speech
Defective Pay?

Where Can
You Secure
Training?

Eastern Ill. State College
Department of Speech
Charleston, Illinois

Augustana College
Department of Speech
Augustana, Illinois

Ill. State Normal College
Dept. of Spec. Education
Normal, Illinois

Elmhurst College
Department of Speech
Elmhurst, Illinois

Northern Illinois State
Teachers College
Department of Speech
DeKalb, Illinois

Northwestern University
Hearing & Speech Clinic
Evanston, Illinois

Rockford College
Dept. of Speech Re-
Education
Rockford, Illinois

Bradley University
Department of Speech
Peoria, Illinois

University of Illinois
Speech Clinic
Urbana, Illinois

You may find some of the courses in other Illinois schools. I found all the work required to qualify me for a professional teaching job in speech correction fascinating and useful. My first interest in the field developed when I was working in speech and dramatics. I went on to complete courses in phonetics, anatomy, physiology, mental hygiene, psychology, tests and measurements and child development.

Certification

My Illinois Teacher's Certificate, plus 24 semester hours of special training as outlined by the Superintendent of Public Instruction qualified me for my Special Certificate in Speech Correction, entitling me to teach in all grades. The minimum qualifications are these:—

1. A valid teacher's certificate
Twelve semester hours in speech correction
Nine semester hours in psychology
Three semester hours in re-education of
the acoustically handicapped

Supervised teaching in Speech Correction
to the extent of 200 clock hours, or

2. A limited Special Certificate for Teachers of Exceptional Children—the Speech Defective

For further information about my job, special education in speech correction you may write to:—

Superintendent of Public Instruction
Division of Education for Exceptional Children
401 Centennial Building, Springfield, Illinois

You will want to talk to the speech correctionist in your own or nearby communities and to your local school administrator about the job possibilities in this field for your future.

Check these periodicals at the library:—

Journal of Exceptional Children
Journal of Hearing and Speech Disorders



I AM A VISITING COUNSELOR

For Children Who Are Maladjusted

WOULD you like to know about my job—a fascinating combination of the two fields which intrigued me most when I thought about a career? Perhaps like you, I knew I'd like to work with social agencies, and perhaps become a professional social worker. In the back of my mind, too, I had dreamed of being a teacher, the helpful, understanding teacher that does more for her students than drum in the book learning. Fulfilling both ambitions in one job—a visiting counselor for a public school—is where I find myself today.

My job is special education, four jobs really. I am a **teacher**, but I am also a **counselor**, **psychologist** and **social diagnostician**. I work with the socially maladjusted children in our school district.

Any child who has a problem, is shy, lonely, truant, delinquent, or incorrigible comes to my attention. My field is helping the socially handicapped child find himself and his place in the community. Case studies are an important part of my work, just as they are for the professional social worker. From them I gather information about the social and personal history, environmental factors, medical and physical examinations, mental and psychological examinations, educational history, records and letters from social agencies pertaining to my problems.

Four Jobs In One

I'm Not Confined To Classroom


My contacts take me to all parts of the community and my visits are made to schools, courts, agencies, doctors, clinics, and homes so that the right approach can be made in fitting the child for the future. My work with parents is in helping them understand the child and his problem, and helping them keep the child adjusted. You've guessed it—I never have a dull moment. I wouldn't trade my job for any other I know except a step upward when I'm ready for that.

How to Qualify and Train to be a Visiting Counselor

Qualifications And Training

The socially maladjusted child is often the truant, the incorrigible and delinquent, the problem child at home as well as in school so that understanding of the problems confronting the growing child is most important. That understanding as you may suppose doesn't all come out of the college text book and laboratory. A large part of it comes from **experience** and living on the part of the trained special teacher. **She** can't start out as a specialist unless she has behind her some work in teaching and working with normal children. She has to have reached mental and emotional maturity herself, as well as social maturity. Some experience in social case work, a great deal of enthusiasm for social work, a strong liking for children, and a sympathetic understanding of their faults as well as their virtues are all equally important. How can she know where to fit in the problem child if she doesn't know and understand the life into which he must go and what the world will require of him both as a child and as an adult?

The training required, courses in administration, counseling, school social work and psychotherapy as well as many hours of study in psychology and clinic techniques, is a start in the preparation of the special teacher or visiting counselor for the maladjusted child. Our State of Illinois has schools and colleges offering training in this work.



Illinois State Normal College
Department of Special Education
Normal, Illinois

University of Illinois
Department of Special Education
Urbana, Illinois

University of Chicago
Department of Psychology
Chicago, Illinois

Other colleges offer some of the required courses.

Certification For
The Visiting
Counselor

1. A limited Special Certificate for Teachers of Exceptional Children—the Maladjusted

This is based on a Bachelor's Degree and specified training in the field of special education with further specified training in the particular field of special education according to the type of child to be taught.

2. Any legal Illinois State Certificate plus 24 hours of special work leading to a certificate for teachers of socially maladjusted children is now required. The ideal training is graduation with a Masters Degree from a school of School Social Work (formerly Visiting Teachers).

You will want to discuss your plans for working into this career opportunity with your local school administrator or with the visiting counselor in your own or neighboring community. You can also obtain more information from:—

Superintendent of Public Instruction
Division of Education for Exceptional Children
401 Centennial Building, Springfield, Illinois

Check these periodicals in your library—

Journal of Exceptional Children
Psychological Abstracts
Journal of Educational Psychology
Journal of Abnormal and Social Psychology
Journal of Applied Psychology

SELECTED REFERENCES:

Carlson, Earl R. BORN THAT WAY. New York: The John Day Co., 1941

The author, himself a spastic, hides nothing in the history of his experiences. He tells of other spastic cases, the problem of education, the parents' approach, and society's approach toward the problem of spastics.

Chevigny, Hector. MY EYES HAVE A COLD NOSE. New Haven: Yale University Press, 1946

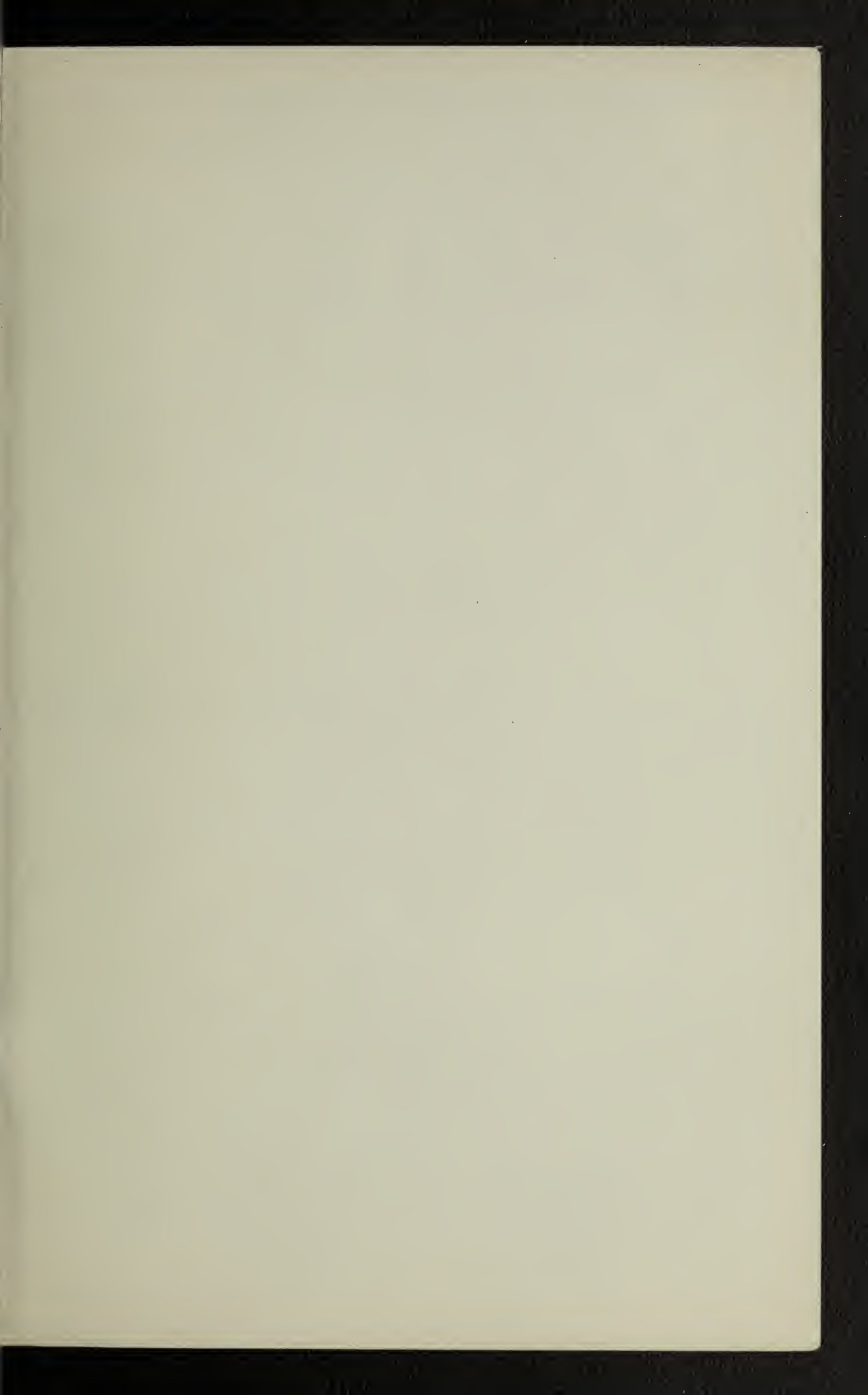
This autobiographical story of a man who lost his sight tells of his experience with a seeing eye dog. His story of his adjustment to a way of life and living make interesting as well as informative reading.

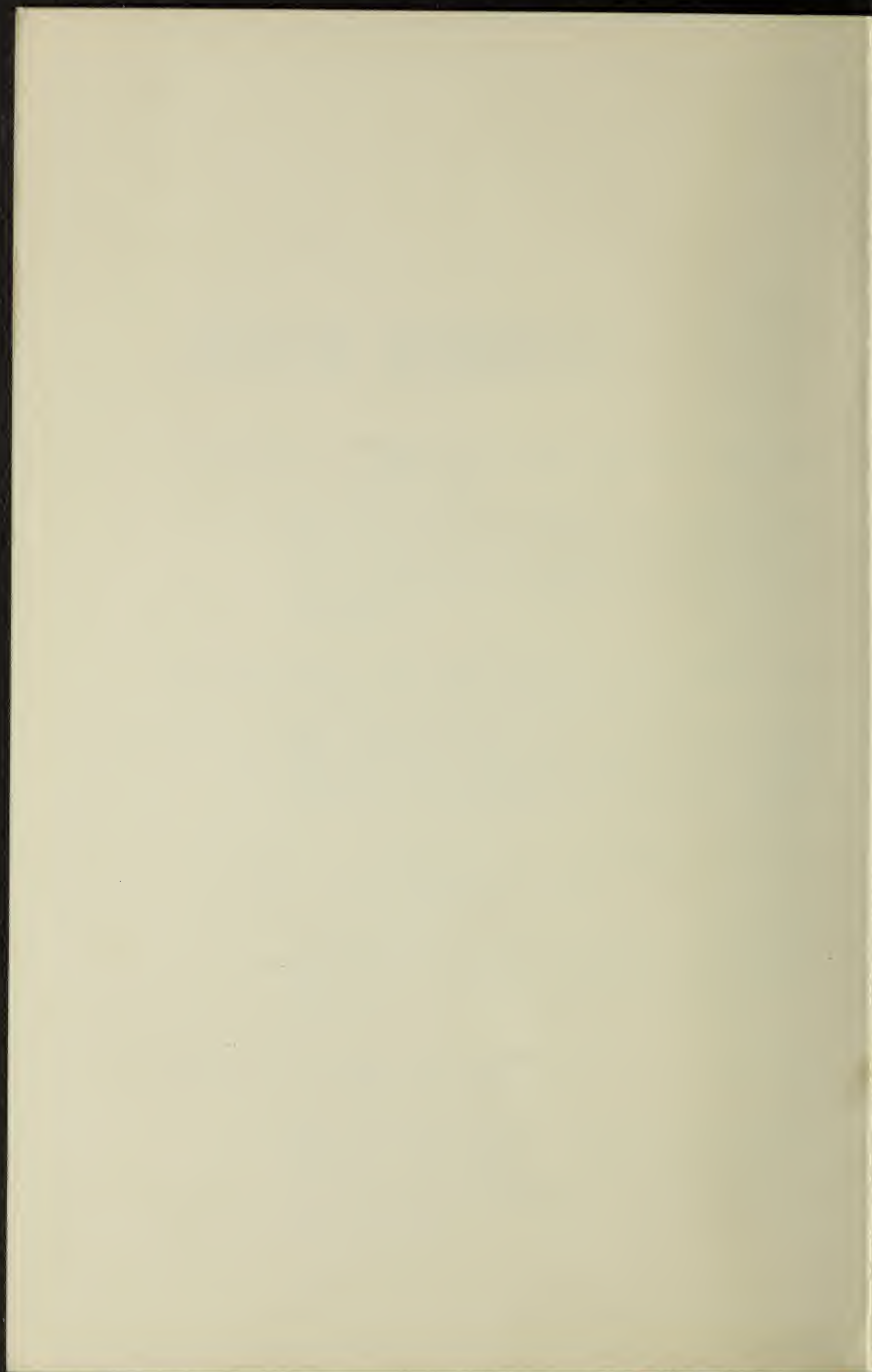
Davis, Hallowell. HEARING AND DEAFNESS. New York: Murray Hill Books, 1947.

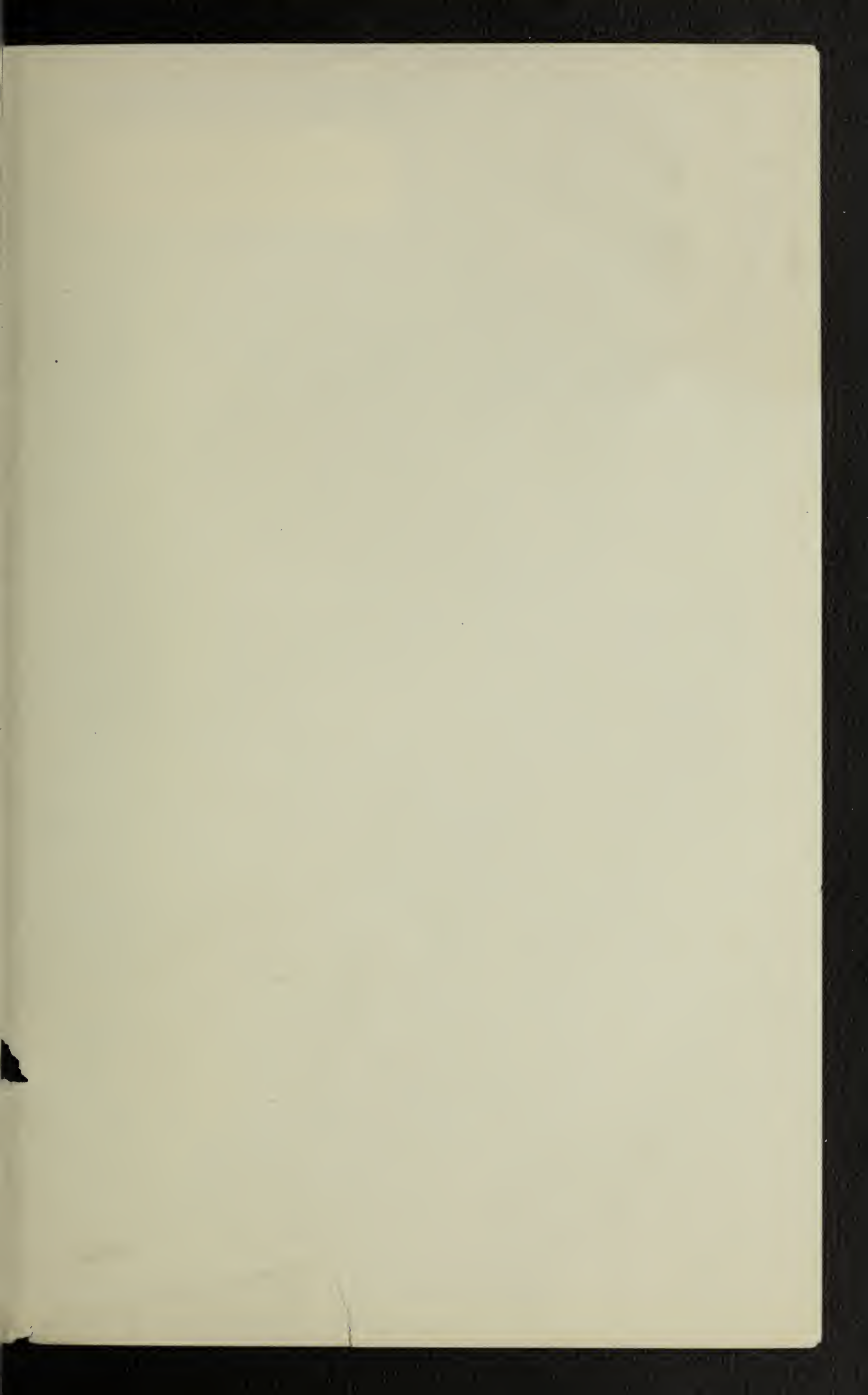
A book written for the lay people, this discusses the problem of impaired hearing, its cause and treatment. It also discusses adjustments deaf individuals must make to the normal hearing world.

Goldman, Raymond. EVEN THE NIGHT. New York: Macmillan Co., 1947.

This is a challenging story of a man who overcame three handicaps; polio in childhood, deafness in adolescence, and diabetes in later life. It gives a clear picture of a handicapped child's struggle to meet life, obtain an education, and win a place in the world.







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